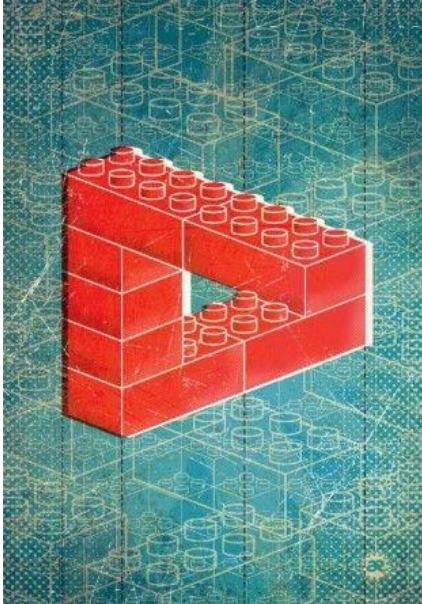


English 2311.W01 Technical and Business Writing



Location: Online

Instructor: Theron Francis, Ph.D.

Email: tfrancis@sulross.edu

Office: Morelock 112C

Office Phone: 8283

Office Hours: MTWTF: 9 am-12pm

Course Description

English 2311 teaches students the rhetorical principles and writing practices necessary for producing effective business letters, memos, instructions, reports, and collaborative projects in professional contexts (SLOs 1, 3). The curriculum is informed by current research in rhetoric and professional writing and is guided by the needs and practices of business, industry, and society at large, as well as by the expectations of SRSU students and programs (SLO 2). English 2311 should take place in a networked computer classroom to ensure that students taking the course are prepared for the writing environment of the 21st-century workplace (SLO 4). The course teaches the rhetorical principles that help students shape their professional writing ethically, for multiple audiences, in a variety of professional situations (SLO 2).

No Required textbook. Links will be provided to online resources, such as the Purdue Online Writing Lab (OWL)

ENGLISH (UNDERGRADUATE) STUDENT LEARNING OUTCOMES

Graduating students will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

Departmental ENG 2311 Course Objectives

1. Interpret and analyze texts for various audiences
2. Develop persuasive strategies
3. Strengthen collaborative writing skills and
4. Experiment with written genre and multiple media in the fields of technical and business writing.

The course promotes skills in the following areas:

The Writing Process

Developing and understand various strategies for planning, researching, drafting, revising, and editing documents that respond effectively and ethically to professional situations and audiences.

Writing in Context

Analyzing professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of writing, such as persuasion, organizational communication and public discourse.

Research

Understanding and using various research methods to produce professional documents, including analyzing professional contexts, assessing and using information resources, and determining how various media and technologies affect and are affected by users and readers.

Technology

Developing strategies for using and adapting various communication technologies to manage projects and produce informative and usable professional documents.

Document Design

Learning to argue with visual data, understanding and implementing various principles of format, layout, and design of professional documents that meet multiple user and reader needs.

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Distance Education (Web-course) Non-Participation Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

PROJECTS

1. Employment Project (370 points)

Step 1 of the project asks you to learn about and use various web-based resources for job seekers and select two jobs to pursue. "). Step 2 asks you to prepare resume/s suitable for the positions. Step 3 asks you to prepare cover letters (i.e., "Job Application Letters), each of which are "tailored" to its audience. In Step 4, you will assess your experience in a "Project Assessment Document," which is in memo format (header with to, from, date, re and block paragraphs with headings)

Employment Project Elements:

1. Cover Memo, explaining how you adapted your two letters differently for the two different audiences and why (Project Assessment Document). 100 points
2. Two contrasting letters of application. 100 points
3. One resume. 100 points
4. Three pre-writing activities (70 points; 10 points each)

2. Instructions Project (250 points)

Giving special attention to graphics and layout, compose a brief instruction manual showing how to do something, how to assemble something or how something works. Prior to the project, analyze the rhetorical and design strategies in one example of instructions you find yourself. The project can convey a skill or a kind of technical knowledge. Then perform a usability study, testing to see if some is able to follow your instructions. Select an instructions project which in some way serves the needs of your client in the service learning project. There will also be a preliminary exercise which uses Legos or another form of module.

1. Examining Examples to Show Do's & Don'ts (50)
2. Lego Instructions with Usability Study and Cover Memo with Usability Test results (150)
3. Applied set of Instructions (100)

3. White Paper Research Project (350 points total)

For the third project, you will be asked to do web-based research (and perhaps some library research) and to write an informative report about any issue important to you or your field of study. Typically in the past this has been an e-commerce project on technology in electronic commerce. This project will have five phases:

1. A rhetorical analysis of two published white papers. (50)
2. A statement of purpose (30)
3. Annotated Bibliography (100)
4. A graphic illustrating an important idea in your report (50 submit as draft)
5. A well-designed final report with graphics and bibliographical citation of sources (100)

GRADING

You can earn up to 1000 total possible points. The number of points needed to earn the following grades are: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.

Projects	Due Date	%	Points
Employment Project	July 19	37	370
Resume	July 13	10	100
Two Letters of Application	July 15	10	100
Reflective Memo	July 19	10	100
6 worksheets and two job ads	July 10-18	7	70
Instructions Project	July 29	30	300
Do's & Don'ts Guide	July 22	5	50
Lego Instructions	July 28	10	100
Reflective Memo on Lego Instructions	July 28	10	100
Applied Instructions	July 29	5	50
White Paper Project	August 11	33	330
ISIS Memo	August 3	5	50
Statement of Purpose	August 4	3	30
Annotated Bibliography	August 8	10	100
Graphic	August 9	5	50
Completed 2-3 page White Paper	August 11	10	100
Total Points Available		100	1000

DEADLINES

Unless otherwise specified, all assignments will be turned in at the beginning of class on their due dates. All alternative arrangements must be approved before the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

Blackboard

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or <https://techassist.sulross.edu>

Accommodating Students with Disabilities

In compliance with the Americans with Disabilities Act, Sul Ross State University provides reasonable accommodations to students with disabilities. If you would like to request such accommodation because of a physical, mental, or learning disability, as soon as possible please contact Counseling and Accessibility Services:

Mary Elizabeth Schwartze
Accessibility Services Coordinator
Counseling and Accessibility Services
Ferguson Hall Rm. 122
432-837-8399
mschwartz@sulross.edu

Writing Center and Academic Learning Center

The Writing Center is located in MAB 102 and the Academic Learning Center is located in FH 213. Tutors are available to help you with any problems you may have with an assignment. Take advantage of this service any time you need help. The tutors are there for you. You may contact the Writing Center at extension 8270 and email writing@sulross.edu

Plagiarism and Academic Integrity

Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about.

Dates	Activities	Project Due Dates	Resources
Week 1			
Unit 1 Employment Portfolio Introduce course, begin search for job ads			
7.7 TH	Introduce Course & Employment Project		
7.8 F	Rhetoric of Professional Writing and its Types (Mini-Lecture) Begin Job Search Begin Resume Design	Objective: Find job ads for two separate jobs you may be qualified for. Submit July 10	Job Search Resources Resources Job and Career Resources SRSU employment resources
Week 2			
Unit 1 Employment Portfolio Part 1. Compose resume Part 2. Write two letters of application and begin to critique them.			
7.11 M	Resume Design (Mini-Lecture)	Worksheet 1 Due: Self-Assessment of Skills, Goals and Experiences	Resume Examples on BB
7.12 T	Understanding Readers in Professional Writing (Mini-Lecture)	Worksheet 2 Due: Key Word Assessment	Resources OWL
7.13 W	Rhetoric of Letters (Mini-Lecture)	Resume Due Worksheet 3 Due: Resume Peer Review	
7.14 TH	Discuss Letter Style, Survey examples (Mini Lecture)	Worksheet 4 Due: Tailoring	Employment Document Samples and Templates On BB
7.15 F	Memos & Email Format (Mini-Lecture)	Two Letters of Application Due	
Week 3			
Unit 1 Employment Project Part 3. Write reflective memo comparing two job letters.			
Unit 2 Instructions --Begin Part 1. Compose Memo on Do's and Don'ts for Instructions			

7.18 M	Style and editing	Worksheet 5: Memo Pre-Writing	Project Checklist and Grading Rubric
7.19 T		Cover Memo and Worksheet 6 Due: Peer Review for Letters of Application At the end of the unit you should have submitted: <ol style="list-style-type: none"> 1. A Cover Memo (100) 2. Two Letters of Application (100) 3. A resume (100) 4. 6 worksheets (60) 5. two job ads (10) 	
7.20 W	Introduce Instructions Project Part 1: Write a list of Do's and Don'ts for Instructional Design		Examine instructions you find in print or online and write a list of what to do and what not to do in instructions design. These are instructions on designing instructions with good and bad examples.
7.21 TH	Designing Instructions (Mini-Lecture)		
7.22 F		Due: Does & Don'ts for Instruction Design (Instructions on Writing Instructions)	
Week 4 Unit 2 Instructions Part 2. Design instructions for Legos Part 3. Design a set of applied (useful) instructions Unit 3 White Paper Project—Introduction			
7.25 M	Part 2a.Legos: Design instructions for a Lego creation Draft Instructions Usability Testing (Mini-Lecture)		Semester midpoint
7.26 T	Part 2b. Usability Test of Lego Project		

7.27 W	Part 2c. Reflective memo on your Lego instructions,		
7.28 TH	Part 3: Writing Applied Instructions design strategy, usability test, and final revisions to the project.	Submit Lego Instructions and Reflective Memo containing a usability test results	
7.29 F	Introduce the White Paper Project	Submit Applied Instructions	
Week 5 Unit 3 White Paper Project Part 1. ISIS Memo on two examples of White Papers Part 2. Annotated Bibliography of three sources Part 3. Graphic			
8.1 M	White Paper Project Part 1: ISIS analysis of two published white papers in memo format. Building Arguments (Mini-Lecture)		Last day to drop with W
8.2 T	Discuss Research and Citing Sources (Mini-Lecture)		
8.3 W	Shaping Texts for Readers (Mini-Lecture)	ISIS Memo Due	
8.4 TH	White Paper Project Part 2: Annotated Bibliography (3 sources)	White Paper Statement of Purpose Due	
8.5 F	Designing Graphics (Mini-Lecture)		
Week 6 Unit 3 White Paper Report Part 2: Annotated Bibliography Part 3: Graphic Part 4: Completed White Paper Final Exam			
8.8 M	White Paper Project Part 3: Designing a Graphic	Annotated Bibliography Due (3 sources with a critical annotation for each)	
8.9 T		Graphic Due	

8.10 W			
8.11 TH		White Paper Report Due <ul style="list-style-type: none">• Two Pages• Business Format• Graphic• Cover Page Final Exam/Assessment	